
Describes a library instruction program for the upper elementary grades. Students who attain a certain grade on a skills test are a "Library Skill Authority" and are able to grade the work of other students.


Describes research workshops for graduate students at Ohio State University Libraries. Covers the need for the workshops, their intended goals, projected audience, planning, implementation, search strategy, and the evaluation method used.


This comprehensive review article identifies three types of literature: descriptive; research studies; and questionnaire data. Problems associated with the literature are discussed from a variety of perspectives, and emphasis is placed upon neglected aspects of the literature on bibliographic instruction.


Describes using a pre-test survey instrument to measure the level of library literacy of students who will be attending a library lecture. The purpose was to determine what students already know in order to maximize the amount of new material that can be taught during a limited 50 minute class period.


Reports on a research project conducted to explore the effectiveness of computer-assisted instruction for teaching end-user searching in public libraries. Concludes that CAI is an excellent format for introducing basic concepts but it
cannot stand alone. Direct assistance with a search is necessary for the casual user.


Describes a course aimed at developing library self-reliance in students. The course was offered through a predominantly Black outreach program at Evergreen State College.


Provides a theoretical scheme to classify user behavior into three domains of library activity, and into three levels of learning. Examples of library behavior in each of the nine zones are given, and advantages of applying the taxonomy are offered.


Suggests that a library instruction program has economic and educational benefits and should be attempted in all kinds of libraries to further facilitate "life long learning." A brief description of library instruction history from the mid-1960's is provided.


Describes a program which introduces freshman students enrolled in a "reading and research" course to end-user searching. The approach to training students, as well as faculty participation in this process are discussed.


Discusses changes in academic libraries resulting from evolving technologies and the need to train library patrons and staff in the use of electronic information systems. A review of the training literature and the results of three projects for supporting patron use of online systems are reported.


Evaluates several related articles which touch on the librarian's need to
communicate the purpose of library research. Encourages the librarian's use of subject expertise in teaching students how to evaluate and apply reference sources.


Surveyed college freshmen enrolled in English composition classes to determine their attitudes toward the lecture-discussion practicum versus the workbook approach to bibliographic instruction. Analysis of responses revealed that students perceive the lecture to be more successful than the workbook.


Provides essays written by leaders in the bibliographic instruction field. Topics included in this monograph are: history; technology; library education; and the future of bibliographic instruction.


Describes the research objectives, rationale, methodology, and findings of a model program examining the need for instruction for online catalog use. The role of the reference librarian in educating users for online catalog use and the impact of online instruction on bibliographic instruction are also explored.


Describes the results of a survey of elementary education faculty concerning their attitudes toward the teacher's role in developing research and library skills instruction among elementary school students. Results show strong support for, but limited implementation of, such training for teachers.


Presents an annotated list of materials dealing with orientation to library facilities and services, instruction in the use of information resources, and computer skills related to retrieving information. The list is arranged by type of library.

Reports on the results of a study that examined the reasons people use academic libraries and the relationship between library use, library instruction, and library success. The conclusions identify services and physical facilities that may increase user success rates in locating materials.


Supports the position that library schools should integrate the preparation of librarians for instructional tasks into the graduate curriculum. Describes a course in which the theory and practice receive equal treatment.


Outlines the advancing technological milieu which will necessitate long range library planning focusing on training students in electronic information retrieval. Includes findings from an environmental scan which suggests the general direction for expanded bibliographic instruction programs.


Provides a detailed guide to a library/information skills curriculum developed in Texas for grades kindergarten through 12. The document was developed in response to requests from librarians and principals for a scope and sequence guide for these skills.